

## Physical Education

Physical Education: Grade 4						
Physical Activity and Lifetime Wellness						
GLE 1: Personal Fitness and Healthy Active Living						
HPE 1: structures of, functions of, and relationships among human body systems						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Health-Related and Skill-Related Fitness	1. identify and name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).	HPE 1 HPE 2 HPE 4 1.4, 1.6		Skill/Concept	Participate in various fitness building activities and relate them to appropriate components.	Identify components of health related fitness.  Identify areas of weakest performance and work to improve.
	2. set personal fitness goals.					
B						
Wellness	1. identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out).  2. identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).	HPE 1 HPE 2 HPE 4 1.4, 1.6, 1.10, 2.1, 3.1, 4.1, 4.7		Recall	Taught in classroom health  Learn relaxation techniques	Explain role that nutrition and physical activities play in maintaining optimal health.  List ways to manage common stress.

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<b>C</b>	<i>The students will:</i>					
<b>Fitness Principles</b>	1. identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15 minute jog).  2. demonstrate an acceptable level of performance on health related fitness tests.	HPE 2 HPE 4 1.2, 1.4, 1.6		Recall	Pacing activities  Participate regularly in physical activities for purpose of improving skills and fitness level.  Associate results of fitness testing to personal health status.	Differentiate between aerobic and anaerobic exercise when performing individual routines.  Observation  Test scores
<b>D</b>						
<b>Body Systems</b>	recognize what systems work together to move your body (e.g., muscular and skeletal).	HPE 1 HPE 2 HPE 4 1.4, 1.6	D	Recall	Discuss how various systems work together to move your body.	Explain how the muscular and skeletal systems work together to move your body.

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Physical Activity and Lifetime Wellness						
GLE 2: Responsible Personal and Social Behavior in the Physical Activity Setting						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Personal/Social Responsibilities	1. distinguish between compliance and non-compliance with game rules and fair play.	HPE 2 HPE 4 1.4, 1.6, 2.1, 2.3, 3.1, 4.3, 4.6, 4.7		Skill/Concept	Participate in a variety of physical activities and games demonstrating rule compliance and knowledge.  Determine/create an appropriate set of game rules for a teacher selected game.	Teacher Observation  Discuss selected set of rules
	2. apply rules and procedures to activities.  3. cooperate effectively with a partner and a group to accomplish an assigned task during games and activities.					

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Physical Activity and Lifetime Wellness						
GLE 3: Injury Prevention, Treatment and Rehabilitation						
HPE 4: principles of movement and physical fitness						
HPE 7: responses to emergency situations						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Prevention</b>	identify safe and unsafe situations and respond appropriately.	HPE 4 HPE 7 1.10, 3.1, 3.2, 4.3, 4.5, 4.7		Skill/Concept	<p>Recognize problems in daily living situations that may require emergency assistance.</p> <p>Discuss importance of safety in all activities.</p> <p>Recognize appropriate warm-up, cool-down, and flexibility activities and importance in prevention.</p> <p>Demonstrate a variety of flexibility, warm-up, cool-down, and conditioning activities.</p>	Discuss and explain safe and unsafe situations and how to respond appropriately.
<b>B</b>						
<b>Treatment</b>	recognize physical signs that indicate injury or illness and call for assistance (911/adult).	HPE 7 1.4, 1.6, 1.10, 4.7		Recall	Class discussion	Observation

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Efficiency of Human Movement and Performance						
GLE 1: Fundamental Movement Skills and Games						
HPE 1: structures of, functions of, and relationships among human body systems						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
<b>Manipulative Skills</b>	<p>demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement):</p> <ol style="list-style-type: none"> <li>throwing/catching</li> <li>kicking</li> <li>dribbling with hands and feet</li> <li>volleying</li> <li>striking.</li> </ol>	<p>HPE 4 1.6, 4.6</p>		<p>Skill/Concept</p>	<p>Participate in softball, football, basketball, volleyball, soccer, floor hockey, etc.</p> <p>Participate in games and drills to foster skills improvement.</p>	<p>Demonstrate competency in a variety of fundamental skills.</p> <p>Checklist/observation</p>

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GLE 1: Fundamental Movement Skills and Games						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>D</b>	<i>The students will:</i>					
<b>Body Management</b>	1. participate in and demonstrate in a variety of body management skills: a. rolling/rotation b. weight transfer c. balance.  2. design, refine, and perform simple sequences involving rolls, weight transfer and balance activities and concepts (levels, shapes, directions, and speeds).	HPE 4 1.10, 2.5, 4.7		Skill/Concept	Participate in a variety of tumbling activities designed to use body management skills.  Perform routines involving all of the three body management skills.	Teacher observation
<b>E</b>						
<b>Movement Concepts</b>	1. identify body parts and functions in relationship to movement (e.g., long jump-arms swing forward when legs extend).  2. apply movement concepts (body/space awareness, qualities of movement, and relationships) to movement combinations and basic skills.	HPE 1 HPE 4 1.6, 2.5		Skill/Concept	Discuss body parts as they relate to movement for various activities.  Design, refine, and perform sequences that focus on changes in force, floe, and speed.	Discuss and relate movement to various body parts.  Peer observation  Teacher Observation

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	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>F</b>	<i>The students will:</i>					
<b>Developmental Games</b>	1. apply fundamental and specialized skills in game situations  2. demonstrate motor skills and knowledge of the rules when participating in low-organized games.  3. demonstrate proficiency in the application of movement knowledge and social skills in a variety of low organized and lead up games.	HPE 4 1.10, 4.4, 4.6, 4.7		Recall	Participate in a variety of activities/games that allow usage of fundamental skills.	Recognize fundamental skills used in games.  Teacher observation

## Physical Education

Physical Education: Grade 4						
Efficiency of Human Movement and Performance						
GLE 2: Sport Skills and Lifetime Activities						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Skill Techniques</b>	1. identify and apply critical elements to improve personal performance in fundamental and selected specialized skills.  2. acquire beginning skills of a few specialized movement forms.	HPE 4 1.8, 1.10		Skill/Concept	Use critical elements of fundamental skills to provide feedback to others and self access.	Demonstrate skills progress as a result of practice.  Teacher Observation
<b>B</b>						
<b>Individual, Dual, and Team Sports</b>	demonstrate competence in a few selected sports skills.	HPE 4 1.10		Skill/Concept	Participate in a variety of activities for lead up, individual, and team sports.	Observation



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<b>Efficiency of Human Movement and Performance</b>						
<b>GLE 3: Rhythms and Dance</b>						
HPE 4: principles of movement and physical fitness						
FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts						
FA 2: the principles and elements of different art forms						
FA 5: visual and performing arts in historical and cultural contexts						
	<b>Measurable Learner Objective</b>	<b>Show Me Standards</b>	<b>Integrated Skills</b>	<b>DOK</b>	<b>Instructional Strategies Student Activities/Resources</b>	<b>Assessment</b>
<b>A</b>	<i>The students will:</i>					
<b>Essential Elements of Rhythm</b>	demonstrate a series of movements in different beats and tempos.	HPE 4 FA 1 1.10, 1.6		Recall	Create and demonstrate a sequence of movements emphasizing different beats and tempos.	Observation

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Efficiency of Human Movement and Performance						
GLE 3: Rhythms and Dance						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>B</b>	<i>The students will:</i>					
<b>Creative/Interpretive</b>	1. know rhythm and dance activities allow for creativity and self expression.  2. participate in creative dance activities demonstrating dramatization, interpretation, and imitation.	HPE 4 FA 1 1.10, 2.5		Skill/Concept	Design, create, and perform various creative rhythmic routines using fundamental skills or manipulatives.	Design, refine, and perform repeatable sequences with a partner (with or without a piece of equipment).
<b>C</b>						
<b>Rhythmic Activities</b>	perform rhythmic routines using fundamental movement skills and/or manipulatives.	HPE 4 FA 1 FA 2 1.10, 2.5		Skill/Concept	Perform various step patterns, positions and formations to a variety of dances.  Participate in various rhythmic activities with and without a partner.	Teacher Observation

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	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>D</b>	<i>The students will:</i>					
<b>Forms of Dance</b>	1. know that the study of different dance forms offers opportunity to actively participate while learning dance skills.  2. demonstrate step patterns, positions, and formations common to a variety of dance.	HPE 4 FA 1 FA 5 1.6, 4.6		Recall	Demonstrate various step patterns and forms of dance.	Teacher Observation
<b>E</b>						
<b>Social/Cultural Aspects of Dance</b>	1. demonstrate appropriate social skills necessary to participate in dance activities, including etiquette and courtesies to various dance forms.  2. know that the historical and cultural origins of dance help us to better understand different activities.	HPE 4 1.9, 1.10	G	Recall	Discuss cultural and historical context of at least one form of dance in the community.  Discuss dance is an art form as well as a social activity.  Discuss that the origins of dance help us better understand different cultures.	Teacher Observation